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ABSTRACT

The author states in the opening pages of this paper that community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. The paper reviews some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. There are discussions of a number of models as typified by selected programs, followed by program descriptions by representatives of the respective programs. The models under consideration are (1) Teacher Corps; (2) Urban/Rural School Development Program; (3) Follow Through Program; (4) Community School Concept (Mott Foundation); and (5) The Home School Institute (Trinity College). A community component matrix is utilized as a guide for study and consideration. The paper ends with the author's conclusions and recommendations. (JA)

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COMMUNITY INVOLVEMENT IN TEACHER EDUCATION: A STUDY OF THE MODELS

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Community Involvement in Teacher Education: A Study of the Models

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TABLE OF CONTENTS

PAGE

INTRODUCTION 1

COMMUNITY INVOLVEMENT AND THE MODELS 5

DESCRIPTION OF MODELS AND SELECTED REPRESENTATIVE PROGRAMS 6

A. Teacher Corps 8

1. Ohio State Teacher Corps Project, 9th 15

2. University of Southern Mississippi Teacher Corps Project, 9th Cycle 24

3. Indianapolis Teacher Corps, 7th Cycle 31

4. South Carolina Teacher Corps, 9th Cycle 39

B. Urban/Rural School Development Program 48

C. Follow Through Program 52

D. Community Schools Concept (Mott Foundation) 59

E. The Home School Institute (Trinity College) 71

CONCLUSIONS AND RECOMMENDATIONS 76

FOREWORD

The involvement of parents and community residents in the education of its citizens is a concept that is basic to but infrequently used in educational planning. Recently, the Civil Rights movement and other events have precipitated active community involvement in education. It is, however, a concept that has often been omitted in the planning of teacher training programs. This publication addresses that omission.

Reports published in the past decade dealing with a variety of parent involvement programs strongly indicate that the participation of parents in the education programs of their children has positive effects. The purpose for such involvement programs is to encourage residents of the community (particularly those with low incomes) and school personnel to work together to raise the educational attainment of children. James S. Coleman, author of Equality of Educational Opportunity (1966), suggests that there is a sound educational basis for having parents participate in various facets of education, including teacher education. He finds a direct relationship between student attainment and the degree to which children and parents jointly participate in all processes of education. Moreover, he concludes that there is a direct relationship between the degree to which children and parents feel they have some influence in determining their own future and student attainment. Involvement of parents in the training program for teachers, then, broadens the learning environment of the child and, as Daniel Safran, President, Center for Study of Parent Involvement, notes, "complements the education process, contributing to the children's growth and achievement."

The trend toward mandatory involvement of parents and community residents in education is widespread. Federal laws as well as federal regulations and administrative guidelines require the involvement of parents and other residents in planning, implementing, or evaluating fifty-seven social service, health, and education programs in the Department of Health, Education, and Welfare. These forms of involvement are varied; some even include community action and community development type activities. The forms of involvement described in this publication, however, include only those that aid in improving the abilities and willingness of teachers to develop and utilize parents or guardians in home and school education programs for children.

This publication is designed to provide a status report on parent and community involvement in teacher education through an examination of specific models. The publication contains a general discussion of community involvement in teacher education; descriptions by program

representatives of programs that typify a particular model; conclusions based upon the program descriptions; and recommendations. It is hoped that teacher educators, teacher education administrators, classroom teachers, student teachers, community leaders, and all who take an interest in education in their community will find this publication of use.

This publication is a joint product of Teacher Corps, U.S. Office of Education and the ERIC Clearinghouse on Teacher Education. A previous Clearinghouse publication on the topic was an extensive literature review entitled, Parental and Community Involvement in Education and Teacher Education by Russell Dobson and Judith Shelton Dobson (February 1975, ED 100 833, available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Va. 22210).

It is through publications like the present one that the Clearinghouse, Teacher Corps, and the National Institute of Education carry their work in teacher education further--by analyzing and extending the materials available to teachers, teacher educators, and parents.

Preston M. Royster
Editor

AUTHOR'S NOTE

The author is indebted to the following people who submitted the descriptions of programs which form a large part of this study: Z. Adair and A. Brill, Indiana University/Purdue University at Indianapolis; E. Feistritzer, University of South Carolina; L. Magee, University of Southern Mississippi; J. Mangieri, Ohio University; J. Nickerson, T. Sanglier, A. Johns, R. Scrivens, Michigan State University; and Dorothy Rich, Trinity College. The author would also like to note that the lack of discussion of individual programs under the heading, "Urban/Rural School Development Program," is not a criticism of the model but is rather due to the fact that such program documentation was not available to the author.

INTRODUCTION

Community involvement is a fairly recent arrival to program development in teacher education in the current era of educational accountability. Most of the concern about community involvement has been related to community control of public schools. Yet, even the most cursory survey of the teacher job market scene will reveal that seldom, if ever, have the public schools and higher education teacher preparation institutions had greater need for public understanding and support than at present. Our nation's present economic ills also contribute to the need for greater understanding and involvement of the community with its schools at all levels of education.

Dissatisfaction coupled with higher expectations for schools, and, therefore, teachers, are due in large part to the information gap and misunderstandings between school and community regarding conceptions of what schools should be doing for children. Community involvement in educational programming, whether for children's learning or teacher training, is an absolute necessity for the development of alternative strategies and solutions for present and future educational problems. In the past we have been separate in our search for improved education. The time is now for new partnerships and collaboration in education and support of the professionals in educational decision making. Communities acting alone without the guidance and support of the professionals in education have not been too successful in bringing about change and improvement. In the same vein, educators acting alone or as part of a professional group have made numerous attempts over the years to bring reform. Success has been difficult in the educational area, perhaps because we have failed to join forces.

Educators and citizens must form an inseparable partnership; this holds true for teacher educators as well, in order to develop preparation programs that will produce a community oriented teacher. These partners must be clear about their roles as mutually supportive partners in education. As Rosenberg states,

> They must plan together, decide together, and work together for the continual improvement of education and community life.[1]

The concept of cultural pluralism and its demands on education can also be served through community involvement in teacher education. Dr. William Smith, U. S. Teacher Corps Director, suggests that,

> The group delivering education services must be comprised of representatives from the ethnic, racial, and social orientations of clients being served. A setting without these representatives is doomed to failure and is probably just insensitive to needs those communities are already expressing.[2]

Smith describes the community as an environmental field force,

> that part of society which includes all of the human beings who have some kind of vested interest in what is going on in that school. They want to play some kind of role in what goes on in that school, either in sending the children, or making some judgments about what happens. In other words, they want to know what the teachers, who are responsible for the delivery of educational services, do with the kids.[3]

From another perspective, community involvement in teacher education denotes involvement of the trainee in activities and experiences which enhance his/her knowledge of the community.

Recommendations for community involvement in teacher education programs have been most persistent from proponents of the "community education concept." As far back as 1955, Melby recommended that the teacher become a student of the community in order to constantly appraise the impact of the total community upon the growth and development of individual children.[4]

Although the concept of community education is primarily concerned with the development of community education programs, it has implication and significance for teacher education. Even to the extent of its definition alone, community education implies the importance of community involvement in the teacher training process. Community education is "the process that achieves a balance and a use of all institutional forces in the education of the people--all of the people--of the community."[5]

In another work, Minzey and LeTarte speak of the need for establishing inservice programs to meet staff needs in community understanding. They suggest that inservice efforts for teachers must include methods of relieving teacher anxiety, of demonstrating the positive impact of community involvement, and stressing

the importance of educational relevance to the needs of the community.[6]

More pointedly toward the preservice education of teachers, there has been much admission lately that at most colleges and universities students live in an isolate, unreal world. As an indication of this admission most teacher education programs are now becoming more field-based. Field-based activities must include the community. Contact by prospective teachers with people who have life styles that are different from their own is almost non-existent and is rarely if ever emphasized as an integrated part of their professional program. The ability to communicate across cultural barriers should be expected of all teacher education graduates. Toward this goal, the Study Commission on Undergraduate Education and the Education of Teachers include the following among several recommendations:[7]

1. They will have to have a rich and profound knowledge of the neighborhood, probably of the kind that only living in, or perhaps having grown up in, the community will produce. (p. xiv)

2. Given the alienation of school and neighborhood from each other, the street-worker's role may be an interim device for relating community and school and restructuring the teacher's role. (p. xviii)

3. Satellite Centers in neighborhoods for cooperative teaching-learning ventures, for educating teachers and developing neighborhood political power, if staffed by appropriate higher education, school, and neighborhood people, might assist the community. (p.xvii-xviii)

4. One method of community building would be to insure that adult work spaces were opened up to children and young people and teachers-to-be for work opportunity and learning purposes. (p. xviii)

Another force on the current educational scene which promotes community involvement in the program planning and implementation process is the competency based teacher education (CBTE) concept. The results of recent study strongly imply that when the planning

and implementing process is opened up to the Commission it proposes a complete saturation of teacher preparation in the community which it serves. The Commission stresses the importance of developing places for educating teachers where parents, children, and teachers can relate in a mutual educational process.

In a later document, the Study Commission describes the concept of school-community-based teacher education as the education of the teacher being conducted and controlled wholly or in substantial part in the schools and communities where teachers plan to teach.[8] The result of this strong commitment of community members--particularly minority students and members of minorities communities--to community involvement is a multicultural program.[9] As more and more institutions develop competency based programs, one characteristic of competency based education will remain vital to program relevancy and that is the requirement for including teacher competency expectations for a pluralistic society through collaborative program planning. Despite the fact that the inclusion of community in the planning process has been recognized as a desirable element of CBTE, a survey made of eighty-seven colleges in the process of initiating such programs revealed that over one-third had no community involvement.[10]

Royster[11] provides a rationale for community involvement for prospective teachers based on the assumption that the effectiveness of a teacher of low income children is dependent upon the trainee's understanding of what the broad community is all about and what it has to offer. The purpose of community involvement according to Royster is to encourage residents of the broad community (particularly those with low income) to work together with school personnel in order to raise the educational attainment of both children and adults. Community involvement thus improves the linkages of community resources to the school through the involvement of parents and others in the community with the education of their children.

Involvement in teacher education by community people means a new role for parents and community as well as a new role for those responsible for developing teacher education programs. The thrust toward community involvement requires that all groups learn new skills for interacting in new ways with people with different perspectives, attitudes, and knowledge.

COMMUNITY INVOLVEMENT AND THE MODELS

It is the intent of this paper to review some of the ongoing attempts to maintain a broad base of community involvement in teacher education programming. With very few exceptions, federal programs have historically and primarily been responsible for elevating the importance of community involvement. Perhaps the original intent was fiscal accountability, but over the past ten years there has been affirmation that community involvement in program planning and implementation reaped more important rewards than fiscal accountability. Educational programmers at all levels are beginning to realize that community involvement benefits all members of the partnership--school, community, and university--in their attempts to improve education and especially teacher education.

There are probably innumerable approaches one may take to study teacher education programs and consider them as models of community involvement. This writer chose to utilize a community component matrix as a guide for study and consideration. In order to conceptualize the matrix, several questions were considered in the review of teacher education programs:

1. Is some kind of training provided?

2. If so, for whom is the training intended? For the community member? teacher education student? or both?

3. What kinds of involvement are sought?

4. Is involvement restricted to program advisement and/or decision making on the part of the community members?

5. Are outcomes for the training and/or involvement activities specified for the target audiences--the community member and teacher education student?

Ideally, in order to be considered as a model of community involvement, a teacher education program would provide the opportunity for involvement with the program decision making process as well as provide specific training for involved community members. Secondly, the ideal program would require participation in a given community project or activity and lead to specific competency development for participating teacher education students.

The matrix in this study is intended as a quick reference guide for the reader. Four cells are presented in the matrix in order to indicate whether participation is restricted to involvement or includes training for the community member and teacher education student. The ideal model would register a "yes" in all four cells indicating that provision in the program has been made for both target audiences to receive training while being involved in either the decision making process or service activity as indicated in Figure 1.

	Involvement	Training
Community Member	Yes	Yes
Teacher Education Student	Yes	Yes

Figure 1. The ideal teacher education community involvement model.

In depicting other models, a "no" will be registered in the appropriate cell whenever involvement or training activities are not present. The matrix will appear immediately preceding each model description. Models were included in this study which do not satisfy the ideal program expectations so as to include some alternative designs for comparisons and to generate and encourage refinements. A limitation of the study is that the report includes those models where information was readily available and where recognition of the program as a possible model came from selected resources.

DESCRIPTION OF MODELS AND SELECTED REPRESENTATIVE PROGRAMS

This study includes selected samples of the following federally funded teacher education programs which reflect a community involvement model:

A. Teacher Corps

B. Urban/Rural School Development Program

C. Follow Through Program

Also included as models for study:

D. Community Schools Concept (Mott Foundation)

E. The Home School Institute (Trinity College)

The descriptions of these programs are largely based on papers written specifically for inclusion in this study by representatives of the programs. While these papers have been edited for style and sometimes for length, they are generally presented here as submitted to the author in order to give a faithful rendering of these programs as they are seen by those who work in them.

A. Teacher Corps

	Involvement	Training
Community Member	Yes	Yes
Teacher Education Student	Yes	Yes

Since Teacher Corps through its regulations consistently reflects the community involvement model described as ideal, extensive treatment of the program is included in this paper. An overall description of Teacher Corps is presented as well as specific projects as exemplary models.

Teacher Corps was established in the U. S. Office of Education through the enactment of Title V, Section 511 of the Higher Education Act of 1965. Its objectives are (1) to strengthen the educational opportunities available to children in areas having concentrations of low-income families and (2) to encourage colleges and universities to broaden their programs of teacher preparation. It attains these objectives by supporting innovative programs for teacher training in poverty areas. Initially, Teacher Corps concentrated on preservice programs. The present program has evolved toward a focus on inservice education. Each year approximately 100 projects are in operation.

The Teacher Corps models of community involvement require that each project:

1. Must have a Steering Committee responsible for overall program and policy decisions for the project.

2. Must have a School Community Council responsible for supporting, directing, and coordinating teacher training

3. Must include appropriate and equal representation from the schools, community, and university on the Steering Committee and School Community Council.

4. Must provide training for teacher interns in the study of the community and its implications for children's learning.

5. Must provide training and/or activities for community members which lead to more involvement with and improved understanding about schools.[12]

In moving toward this model of community involvement each Teacher Corps project develops and implements a community education component for teachers, interns, and aides designed to (1) increase their understanding of how to utilize community resources, (2) increase their willingness to use community resources in the education of children, (3) increase their understanding of that community and its culture and (4) improve their skills of training parents in how to work with children at home to begin and reinforce learning. Interns, teacher aides, and experienced teachers need essentially the same knowledge, appreciation, and skills to be effective in involving the community. Because of differences in the status of the three groups (interns, experienced teachers, teacher aides), the training design in community education is expected to vary. The following excerpts are edited from a policy document issued by Teacher Corps and reflect the emphasis of community involvement in teacher education required by the agency:

> Interns are full-time students who have, by design, approximately twenty percent of their time planned for a variety of community experiences to develop their competencies in community education. This allows them to spend extensive periods of time in agency assignments, visiting homes, and a variety of other activities with community residents and parents.

Teacher aides, likewise, have greater flexibility to gain first-hand knowledge and involvement in a variety of community activities.

The experienced teacher who is involved each day with teaching and in-the-classroom responsibilities has less time, and often less inclination, to spend in activities mentioned for the above groups. Because of these variations, a number of different strategies exist in providing community education knowledge and skills (competencies) to this group of participants.

Some training experiences are common to all three groups. For example, seminars, lectures, etc. to teach an understanding of the multicultural composition of the community. Training and opportunity to participate in community related activities for teacher education students (interns), teachers, and community members can be found in most Teacher Corps projects and usually include: agency services; parent and resident involvement; steering committees; and a school community council.

1. Agency Services

Training for interns in understanding and utilizing services of social agencies are provided and include:

a) Study (collect, synthesize, package) to determine which agencies exist, the services they provide, and possible relationships of the agencies to education and the school.

b) Assignments in a number of agencies to determine how services of the agencies may be used by the teacher.

Training for experienced teachers to understand and utilize agency services include:

a) Seminars conducted by agency officials at school or having agency officials conduct seminars, etc. for them in the agencies.

b) Providing teachers with information packages (including legislation, guidelines, procedures for qualifying, etc.) for independent study.

c) Providing community education training on staff development days.

2. Parent and Resident Involvement

Training of interns and teacher aides relative to (1) knowledge of the community, (2) importance of involving parents, and (3) procedure or techniques of involving them include:

a) Surveying the community to determine economic needs and social characteristics of the community.

b) Developing understanding and appreciation of the multicultural characteristics of the racial and cultural groups in the community, through seminars, readings, etc.

c) Visiting homes to learn about families and home conditions.

d) Training parents to stimulate preschool children and to tutor children attending school.

e) Bringing parents into school to work with teachers and children.

f) Attending and observing community meetings.

g) Serving on the project steering committee and on the school/ community council.

h) Designing and developing with parents and/or students a community education project.

Training experienced teachers in this area entails more limited field visits and contacts and include the following learning activities:

a) Developing an understanding of the needs, economic and social characteristics of the community through group seminars or sessions.

b) Developing an understanding and appreciation of the multicultural characteristics of the racial and cultural groups in the community through seminars, readings, etc.

c) Attending community meetings.

d) Serving for specified periods of time on the project steering committee and on the school/ community council.

e) Involving parents in educational activities with the children in the classroom and in the field and supplemental education activities.

3. Steering Committee and School Community Council

A part of the community education learning experience includes regular participation in committees and

councils that deal with the conduct of the Teacher Corps project. The opportunity for these experiences are provided in the Steering Committee and the School Community Council, both of which are required in projects as mentioned previously.

The School Community Council and Steering Committee also serve as an advisory body for the project since it consists of school parents served by the project, other community residents who are active in some educational program related to the objectives of the project, and selected representatives from the school, the interns, and the university.

Additionally, the Council and Committee assist in efforts to increase the number of residents involved to further ensure that the component is directed to the needs of the community and to evaluate whether the project is meeting these needs and the objectives stated in the proposal.[13]

Teacher Corps projects typically include a staff member called a Community Coordinator, who is assigned a number of responsibilities which vary in degree with each project, but are related to the community education training and service activities of the interns and teachers. The academic and experiential backgrounds of the Community Coordinators in Teacher Corps projects vary from project to project but one which is universal is that the Community Coordinator be a bona fide member of the community he/she represents.

A survey of the Teacher Corps projects reveals the following role as typical for the Community Coordinator:

1. Arranging schedules, assignments for interns and other personnel to gain experience in community involvement.

2. Developing and implementing all community-based, volunteer assisted educational activities and projects.

3. Assisting interns in discerning ways to learn and plan cooperatively with community persons.

4. Initiating creative ways for involving parents and school personnel in the development of community projects.

5. Serving as a liaison between the community, school, and university.

6. Obtaining and relating information of community concern to the Teacher Corps staff.

7. Assisting interns in designing, implementing, and assessing community-based programs.

8. Implementing the objectives of the Teacher Corps in relation to community-based education.

9. Working with staff in evaluating the community-based experiences of the interns and teachers.

10. Performing other duties relative to community-based education as deemed necessary by the project director.[14]

The following exemplary project descriptions are excerpts from materials received from personnel associated with the designated Teacher Corps Projects.

1. Ohio University Teacher Corps Project, 9th Cycle[15]

Ohio University, Athens, Ohio
Meigs Local School District, Pomeroy, Ohio
July 1, 1974 - June 30, 1976

Objectives for Community Involvement

a) To seek more community (especially parent) involvement in the programs of the Meigs Local School District, that is, curriculum planning, instruction, conferences, volunteer programs, and public relations.

b) To promote an increased community awareness in the local district with particular emphasis upon the role of parents in the reading process.

c) To promote a continual examination of the learning process with particular emphasis on the following: (1) how individuals learn; and (2) parent-student relationships.

d) To promote the formation of a district-wide advisory committee open to ANYONE who can display a genuine, positive interest in the instructional programs of the district.

Project Description

Since the success or failure on any new public school program depends to a great extent upon public understanding and support, the staff of the Ohio University/Meigs Local School District Teacher Corps Project initiated a number of programs designed to involve a large cross-section of community members.

Since we also believe that new teachers must be knowledgeable about the communities in which they work, a community module was developed for the Teacher Corps interns to enable them to develop competencies related to understanding the communities of the Meigs Local School District.

The module was designed to provide the intern with a variety of experiences that would contribute to his familiarity with and sensitivity to the people and communities within the Meigs Local School District. A number of assessments were included for each objective in order to provide the intern with a factual basis necessary for the production of a final project or learning package through which he/she could demonstrate his competencies.

Memorization of statistics and data was not the objective of this module, but such data provided a background from which the intern could organize a meaningful and informative learning package. Interns could choose to work in teams, sharing with each other the information they gathered and sharing the responsibility for the final project or learning package which they produced.

The second community program was called Project Awareness, which was designed to introduce the Teacher Corps Project to the community. During the first three months of the school year, each of the twenty Teacher Corps interns, accompanied by one of the community coordinators, visited ten families who had children in a school in the Meigs Local School District. These families represented the total range of socio-economic levels prevalent in Meigs County.

A breakdown of the objectives and evaluation procedure of Project Awareness is as follows:

Objectives

a) To acquaint Meigs Local School District parents with Teacher Corps interns and their role in the school.

b) To aid Teacher Corps interns (for teacher education value) to learn of student backgrounds.

c) To be used as a screening device to learn whether or not parents in the Meigs Local School District would be interested in helping children in learning to read better (Parent Education Project).

Results

a) Number of families visited: 200

b) Number of students the families visited had in the Meigs Local School District (by building):

1.	Meigs High School	131
2.	Meigs Junior High School	55
3.	Bradbury School	22
4.	Harrisonville Elementary	12
5.	Middleport Elementary	13
6.	Pomeroy Elementary	40
7.	Rutland Elementary	41
8.	Salem Center Elementary	15
9.	Salisbury Elementary	17
	TOTAL	346

c) Occupational breakdown of parents

		Father	Mother
1.	Professional	27	7
2.	Skilled Labor	89	16
3.	Unskilled Labor	37	5
4.	Miscellaneous	11	3
5.	Unemployed	3	9
	TOTAL	167	40

d) Parent Attitudes and Opinions

Parent response to the four areas concerning attitudes and opinions toward the schools and education in general was overwhelmingly positive. Very few expressed negative attitudes and most of those were because of a personal experience with a particular teacher.

Conclusions

Although Project Awareness required a great deal of time and effort, especially on the part of the interns and community coordinators, it was extremely successful in achieving its objectives.

The most important results have been better parental understanding of the Teacher Corps Project and a more positive relationship with Meigs Local

School District. Parents were impressed by the fact that busy school personnel would take time to visit them and listen to their concerns about the educational process.

It was a result of this knowledge and an expressed desire on the part of the Meigs Local community that the Teacher Corps Project in the Meigs Local School District offered Project PEP.

It was our hope that, as a result of this initial community instruction project, a new level of awareness would be developed on the part of parents and other community members relative to *the importance of reading, and that participating* adults would be able to develop an expertise in the reading process that would enable them to assist the children in their community.

The initial community education project was conducted for a period of six weeks, begining January 23, 1975, and ending February 27, 1975. The purpose of this kick-off project was to develop within the community a core group of parents and other community members trained to provide systematic reading reinforcement in the homes and/or to serve as trained teacher aides in the district's reading program.

Parent reading instruction was provided by Teacher Corps project team leaders and interns who had previously participated in an intensive fifteen (15) hour training program. This training program took place from January 6, 1975, to January 20, 1975:

Procedures

a) Publicity: A team of interns was identified to develop a publicity campaign. Community resources such as the local newspaper, local radio station and various store fronts were used to disseminate information to the community about the program. The two project community coordinators were also used to make personal contact with the members of their respective communities and helped answer any questions relative to the program.

b) Staff Training: The instructional staff, consisting of Teacher Corps team leaders and interns, began an intensive training program on January 6, 1975. This program, consisting of a minimum of 15 hours of instructional activities, provided experiences in techniques and philosophies relative to working with adults and helping adults to work with children. In addition to specific instructor input concerning course content, the trainees had the opportunity to work through numerous simulation exercises and micro-teaching situations which gave them practice in applying skills they learned under controlled, supervised conditions.

c) Program Target Date and Locations: The community adult instructional program began on Thursday, January 23, and met for six consecutive thursdays with the final meeting held on February 27, 1975. Meeting times were from 6:30 P.M. till 8:00 P.M. and the class sessions were held in four separate locations. The The Salem Center-Rutland communities met at the Rutland Elementary School; the Harrisonville community met at the Harrisonville Elementary; members of the Bradbury-Middleport communities met at the Meigs Junior High School; and, the Salisbury-Pomeroy communities met at the Meigs High School. The last location was changed to Pomeroy Elementary to provide convenience for parents attending the sessions.

d) Children's Activities: In order to enable further parent participation in the program, activities were provided for children of the participants during the class sessions. Facilities were made available for children ages 4 - 13. Experiences provided included games, arts and crafts, tutoring and reading activities and only the children of participating adults were eligible for the activities provided and there was no charge to the parents for these services.

e) Participants: Any adult member of the Meigs Local School District could participate in the community project. It was not restricted only to parents and the project staff encouraged any interested community member to attend.

f) A special invitation was sent to teachers in the school district inviting them to "sit-in" on both the staff training and parent training sessions. Their knowledge of the local community and its children served as a valuable resource for developing a successful, relative program.

g) Program Contact: The primary thrust of the adult training sessions was to teach techniques to the participants to help children from pre-school age to junior high school age to improve their reading skills; provide readiness activities for children not yet engaged in reading during class sessions; and watch themselves teach on videotape. It was hoped that as a result of this offering, parents would have a better understanding of the reading process, would be better able to help their children or their neighbor's children extend their reading skills and would possess the competencies necessary to serve as a reading aide in district reading classrooms.

h) Evaluation Procedures: Program evaluation occurred in three stages. The first stage took place at the end of the staff training period at which time team leaders and interns completed a questionnaire aimed at evaluating the effectiveness of the training program. At the end of the adult training sessions, a second formal evaluation procedure occurred. Two evaluations were completed at this time. The instructional staff was asked to engage in a self-evaluation and program evaluation form identifying what they found to be the most beneficial program content, to assess the effectiveness of instruction, identify areas which were omitted or could have been covered in more depth, and indicate whether or not they planned to implement the skills developed during the program. The third evaluation phase was conducted to determine

how many of the skills were being applied by course graduates, with how many children they were applying those skills, and how successful they felt their efforts had been. At the same time, with the permission of involved parents, children's classroom performance was observed and achievement was compared to past classroom behavior.

During the intervening summer the "Apple Crate," the project's mobile reading lab, was put into operation as a recreational reading vehicle. It housed an extensive supply of paperbacks and reading games (both commercial and teacher-made) and was staffed by one team leader and two or three interns. Interns were scheduled on a rotating basis so that each of them had experience on the van. Four sites throughout the school district were selected and each was visited once a week from 9:00 - 12:00.

The objectives of the summer program involving the "Apple Crate" were as follows:

a) To familiarize communities within the school district with the "Apple Crate" as a facility of the Ohio University/Meigs Local School District Teacher Corps Project.

b) To provide worthwhile summer activities for children that would reinforce reading skills and attitudes.

c) To create a positive image for the "Apple Crate" that would contribute to its success in an instructional role during the school year.

d) To provide varied experiences for the interns.

Attendance ranged from an average of seven in rural areas to thirteen in town, with twenty-one being high. In all locations a number of adults including parents, grandparents, teachers, and librarians took the opportunity to visit the van. Children ranged in age from pre-school to junior high school, but one adult came several times.

The experience proved valuable to all interns because they had the opportunity to interact with children on a very informal, fun-type basis. Those interns who had only secondary teaching experience up to this point gained even more

because they were given a chance to work with younger children.

The experience also proved to be valuable to children. They were given the opportunity to find others of their own age with whom to play games in pleasant surroundings and to enjoy informal relations with adults. They learned new games and often enjoyed the success of beating an adult; but most important, they were given a chance to feel that reading and related activities could be fun and that "Apple Crate" was a good place to be.

In an effort to provide clinical reading experiences for the children of the three school districts in Meigs County, the Ohio University College of Education Reading Clinic joined forces with the Ohio University/Meigs Local School District Teacher Corps Project in the establishment of a satellite clinic at the Meigs Local High School. This satellite clinic operated for a nine week period (June 15, 1975 - August 15, 1975) and served twenty-eight children. Each child received a total of twenty-seven hours of instruction which occurred on a one-to-one basis and reports describing both testing and instruction results were provided for both parents and teachers of each child involved.

In order to insure the identification of those children who most needed this type of help, teachers in all elementary schools in Meigs County were asked to refer students who would benefit most. Parents of these children were then contacted by Teacher Corps staff member who explained the clinic function.

The experiences provided through the operation of the clinic were not only valuable for the interns, but also for the twenty-eight Meigs County students who participated. The administration and staff of the Teacher Corps project and the local school districts are of the opinion that the operation of a satellite reading clinic during the summer months would be a welcome addition in Meigs County.

The final community project planned for the 1975-76 school year is a volunteer aide program to be piloted in two elementary schools within the district. A task force was assembled to determine

the feasibility of such a program and, if findings were positive, to develop a pilot project. After surveying the seven elementary schools in Meigs Local the task force concurred that Bradbury Elementary and Rutland Elementary Schools would be suitable sites in which to implement such a pilot project.

Recruitment will begin in November 1975 to parents of all elementary students. The local senior citizens organization will be contacted by one of the project's community coordinators who is a member, and PTAs will be informed by project staff members at the November meetings. Finally, both community coordinators will, through telephone calls and personal visits, contact families throughout the district whose names are to be provided by school principals.

Preservice training for volunteer aides will be conducted in January, 1976. Six sessions, each two hours in length will be followed by one session during which participating teachers and volunteers will meet. This preservice training will be conducted by Teacher Corps interns under the supervision of two team leaders. During the same period of time teachers in participating elementary schools will be familiarized with ways in which aides can be used.

Volunteers will begin in schools on February 2, 1976 and continue until April 30, 1976, after which an evaluation of the project will be made. If the evaluation is positive, a proposal for a grant will be submitted for operating funds for the 1976-77 school year.

2. University of Southern Mississippi Teacher Corps Project, 9th Cycle[16]

University of Southern Mississippi
Hattisburg, Mississippi
Perry County School System
Perry County, Mississippi
July 1, 1974 - June 30, 1976

Objectives for Community Involvement

a) Each community coordinator will compile a written report outlining the interns' proposed community involvement activities and submit it to the Associate Director for each of the next two academic quarters.

b) Each community coordinator will submit a written statement at the end of a month reporting the interns' progress in completing a proposed activity.

c) During the academic spring quarter each intern will review their community involvement pledges and submit a written report of their successful or unsuccessful endeavors for the academic year 1975-76 to the Associate Director.

The following are narrative reports on the community activities of each school:

Community Work in Progress - Beaumont

October PTA Meeting

The Teacher Corps personnel of Beaumont School were in charge of the October PTA Meeting. A program was presented that consisted of the following elements:

1. Introduction of the Teacher Corps personnel;

2. Explanation of Teacher Corps;

3. Explanation of Community Education;

4. Discussion of things Teacher Corps hopes to do in their community education work;

5. Introduction and showing of film "To Touch A Child;"

6. Explanation of what speech and hearing interns are doing and hope to do;

7. Explanation of what reading interns are doing and hope to do; and

8. Awarding of free cake to class with most parents present.

The PTA program was considered a success by all attending. The President commented that this was the largest crowd present in a long while. An estimated eighty-five people were present. The reasons that might account for this are listed below: (all these things were furnished free of charge by Teacher Corps)

1. Free babysitting;

2. Cake for the class with the most parents present;

3. Movie shown;

4. Refreshments; and

5. Widespread advertising--radio, TV, newspaper.

Language Enrichment Program

The seventh and eighth grade classes of Beaumont High School are involved in a language enrichment program assisted by the team leader, interns, and the high school principal. The program is every afternoon for three hours. On Monday, Wednesday and Friday the team leader and the principal are directing students. On Tuesday and Thursday the intern assists them. This program involves about 100 students.

In addition to the above people involved, volunteer parents have been obtained to come in and help at a later date. This will give the parent a chance to work with the school while seeing for herself the needs and attitudes of the students.

The goal of this program is twofold--language enrichment, and parent involvement in the school setting.

Parent/Teacher Conference

In the past, parent/teacher conferences have been held on a regular basis only for the kindergarten. Parent/teacher conferences have now been set up for the near future in grades one through eight.

It is planned that the Teacher Corps personnel will attend the classes of each grade for one day. The teachers on this day will have set up conferences with as many parents as possible.

Following this procedure it would take a total of eight days to hold all the teacher/parent conferences. This plan will hopefully be continued after Teacher Corps leaves. It could be continued with the use of substitute teachers.

Reading Clinic

A reading clinic has been established two afternoons a week with the aim of improving reading effectively and intellectually for the poor readers in the first three grades.

Bright students in the fifth and sixth grades are serving as peer tutors. The language experience approach is being stressed. Parents will be asked to visit the clinic for conferences and advice on ways to motivate their children to improve their reading.

Speech and Hearing Clinic

Three afternoons a week one of the Speech and Hearing interns will be offering free hearing tests and help in the areas of Speech and Hearing for children and adults.

This clinic will be used for individual help in either areas needed by the child or adult. Referrals will also be made for those needing a fully qualified person (Doctor or Pathologist).

Library

A library implementation program is being researched for the Beaumont Elementary School. At present a librarian with a Master's Degree has agreed to work as a consulting person. The school is also attempting to hire a regular library worker. Parent volunteers have been discussed as a possibility.

As of now the school does not have a librarian. Last year the interns ordered new books and tried to organize the books in the library. The main accomplishment was the grouping of the books into sections.

It is hoped that the library can be put to better use by cataloging and arranging the library for better use and enjoyment.

Parent Workshops

At the present time three types of parent workshops are planned. The first workshop will be a metric workshop. This workshop is to introduce and explain the basic fundamentals to the parents since the United States is planning to go metric within the next few years.

The metric workshop would have a consultant from the University of Southern Mississippi to come one of the nights. The remaining nights would be spent learning and practicing the metric skills with the aid of the Teacher Corps personnel. The number of nights needed for the workshops has not been decided yet.

When the metric workshop is completed, the Phonic workshop will begin. This workship will be designed to let the parents know what kinds of phonic skills the children are being taught. The main idea is to teach the parents these skills (if not known) so they will be able to understand and help their children at home.

The next workshop will be more of a fun and enjoyment type. Some parents have expressed a desire to learn the art of cake decorating. It is planned that the Perry County Home Demonstration Agent will direct these activities. She

has carried on a project of this type before. She will be assisted by the Teacher Corps personnel.

More workshops will be held if parent attendance and interest is shown at the other three workshops.

PTA Interest

The interns plan to continue to support and increase the parent involvement in the Beaumont PTA. This will be done in the following manner:

1. Free cake or like treat to the class with the most parents present;
2. Providing programs of interest and importance to the parent;
3. Providing free babysitting;
4. Programs presented by children; and
5. Widespread advance advertising.

Recycling Program

One Saturday a month will be set aside as recycling day. The community will be encouraged to collect and bring to the school on this Saturday all recyclable aluminum cans. The cans will be collected at home during the month. Then the students or parents will bring the cans to the school on the designated Saturday.

Saturday afternoon the cans, having been flattened and placed in a large truck, will be carried to the nearest recycling plant.

This project will help to clean up the community, as well as add money to the school or PTA fund.

Work Completed or in Progress - Runnelstown

The October PTO Meeting

The Teacher Corps personnel of Runnelstown School conducted a Teacher Corps awareness program during the October PTO Meeting. The program consisted of the following:

1. Explanation of Teacher Corps by the Associate Director;
2. Explanation of Community Involvement;
3. Introduction of Interns;
4. Discussion of Propcsed Activities;
5. Question and Answer Period; and
6. Refreshments served.

Recreational and Educational Adult Classes

The interns are presently recruiting volunteers to help in conducting adult educational classes in typing, reading, cake decorating, slimnastics and karate. The projects starting date for the classes is the first week in December.

School Involvement

The main project at this time is increasing the ADA of the Runnelstown School. The interns have implemented a rewards-system program for every student that has perfect attendance for one month.

An example of one activity is a follows. For the month of November, the reward consists of a puppet show conducted by the interns for grades K-3 and a karate demonstration for grades 4-12.

Community Awareness

The interns along with the community coordinator are working with parents in the community who are not able to fill out the state forms

required to obtain a certified copy of their child's birth certificate. These certificates are required before a child can attend school. There is a large number of children out of school for this reason. The Teacher Corps interns are providing their services to the parents to facilitate getting these children in school.

Community Activities Involvement - New Augusta

Adult Education

The interns conduct adult clases every Thursday night. The classes offered are typing, shorthand, carpentry, sewing, cake decorating and decoupage.

Free Benefits Information

One intern's project is providing the community people with information concerning free benefits that are available to them. His main interest is with the elderly and the underprivileged people.

Parent/Teacher Conferences

Parent/Teacher conferences are being planned for grades 1-6. The interns will attend the classes of each grade for one day while the regular teachers meet with the parents.

Community Enrichment

The interns are presently investigating the possibility of developing a recreational park on some available land in New Augusta. There is no place for the children in Perry County to go and participate in recreational activities. The members of the community will be involved with the interns in fund raising projects to finance the equipment.

3. Indianapolis Teacher Corps, 7th Cycle[17]

Indiana University/Purdue University
Indianapolis, Indiana
Indianapolis Public Schools
Indianapolis, Indiana
July 1, 1972 - June 30, 1974

The Indianapolis Teacher Corps, in its proposal, stated that parity between community, public school, and university would be maintained. This agreement was upheld. Because of it, Indianapolis was touched by Teacher Corps and is a better place today. A big statement--but true. The results of true community action from the grass roots, aided and abetted by interns and Teacher Corps staff, got the job done. Here is the story.

Forty young people from California to New York, Florida to Michigan, with a sprinkle of the Midwest, assembled in Indianapolis in July of 1972. The group was composed of twenty males, twenty females, twenty blacks, and twenty whites. From the beginning, an attempt was made to "ground" them in the target school communities they were to serve.

The community coordinator and her four target school community representatives/parents from the school area, along with an outside consultant from the city of Indianapolis Manpower Commission, developed a series of community exercises which forced the interns to use research methodology as they gathered facts about agencies, services, population, manpower, and other necessary data. This, coupled with a classroom experience in "learning frustration," gave them a good grasp of the community in which they were going to operate as well as the feeling of how the inner-city children react to teachers with whom they are forced to interact.

The interns were also required to live in the school area so that they would be visible to both their specific population area and their primary target parents and students.

The positive results of the programs were brought about through involvement: interns, community people, public school officials, and university staff. Interns in the target schools lived in their respective neighborhoods, participated in local programs in the community, provided special skills in organization and management to area residents, and helped instill a sense of "can do"

with regards to problem solving. They were able to keep open and create lines of communication because of their high visibility. They were viewed as members of the community working for the community--not outsiders.

Because of the total involvement of the interns, the communities have benefited greatly. But the interns, too, have benefited. They were in a position to apply theoretical concepts gained in classwork to simple and complex problems in their schools and communities. This experience may be the greatest benefit to each intern, and to the students and community they will serve in the future.

In order for the program to be effective, it was a programmatic determination that there should be shared decision-making for management, from budget planning and implementation, and to the selection of assistants to carry out the program. Particular attention was paid to the development of proposals, reading of federal guidelines, composition of city/county government and their funding priorities and criteria.

What Were The Results?

The first result was the establishment of local steering committees that truly represented the local scene--the committees were encouraged to look at what they considered to be problems and to offer solutions from the community perspective. Result: steering committees that were not rubber stamps for Teacher Corps staff ideas and proposals. As these local steering committees fed their ideas into the master steering committees, it became apparent to members of the master steering committee who were labeled as establishment (i.e., Dean, LEA Coordinator, Executive Secretary of Education, Associate Director), that they were dealing with not only concerned community representatives, but people who were knowledgeable with the various educational programs available through local, state, and federal sources.

The second outcome was the initiation of paraprofessional training programs for both employed and potential Title I aides as well as parents. When parents requested, through local steering committees, help in assisting their children to achieve in school, a committee was formed to investigate the possibility of offering courses that would meet this need. After

contacting Dr. Betty Ward of the Farwest Laboratory for Educational Research, an agreement was reached to offer to parents the minicourse "Tutoring in Reading". The enrollment of parents in this summer project swelled to over 140 and several sections of the course were offered. As a result of this minicourse, paraprofessionals in the Indianapolis Public Schools requested similar training courses. Once again, the Farwest Laboratory was contacted and a series of minicourses were contracted. A five course sequence was developed that included the following:

1. Tutoring in Reading
2. Individualized Instruction in Mathematics
3. Improving Children's Oral Language
4. Teaching Reading as Comprehension
5. Teaching Reading as Decoding

The Indianapolis Public Schools (IPS), realizing the benefits, such as training, recognized each course completion on the paraprofessional salary schedule. In addition, they turned over the 2nd floor of one of their public schools for the exclusive use of this program. Paraprofessionals were trained as the instructors and began to teach their peers on a released time basis. Each time a paraprofessional taught a group of her peers she was paid an additional stipend of one hundred dollars by Indianapolis Public Schools. A recognition ceremony is held each June for the previous year's completions. This past June, the Superintendent of Schools, IPS presented 174 certificates. This ceremony was a joint venture between IPS and the University, with the Dean of the School of Education also participating. This is a byproduct of the increasingly closer cooperation of the University, the Public Schools, and community people.

Pupil Physicality Plus, a book listing exercise and games specifically designed for children with special needs, was developed as a result of requests from parents and teachers on what kinds of games and exercises would be of benefit to handicapped children. The book was field tested in the Indianapolis Public School system and then featured in a workshop for all physical educators

in the system prior to the opening of school. The book has been accepted by many special educators as a great aid to their physical education programs.

What happens when interns become sensitized to community needs? Action, that's what! When a tornado hit Indiana in March 1974 and wiped out many small communities, several interns asked what they could do. The State Tornado Relief Center was called and the intern offer was reviewed.

The following day a request for a day care center was received by the interns. They responded immediately and were dispatched to Rochester, Indiana, complete with tents to live in--as the housing had been wiped out. Ten interns spent nine days caring for young children while their parents either dug out or received treatment in the hospital for their injuries. Teacher Corps, Washington, D. C. totally endorsed the project and helped to fund it. Community support and thanks were extended to all the participating interns.

Another positive program resulted because of a legal decision. School 29 was closed by a federal judge in order to achieve greater racial balance in the inner-need areas of Indianapolis. The local school was lost to its patrons. The community coordinator and the local patrons began at once to organize a group of interested area parents. It was not their plan to oppose the actions of the judge but rather to develop a center at the school for children: it was their natural gathering place by virtue of the playgrounds.

Arrangements were made through the university real estate department to rent a small, free-standing, two classroom building that formerly housed the kindergarten. The building was rented for $100 per month, which included heat and lights. Parent volunteers, under the direction of the community coordinator, began an afternoon program that coupled educational activities along with crafts and recreational games. In order to be effective trainers, the parent volunteers enrolled in three minicourses: Improving Children's Oral Language, Tutoring in Reading, and Individualized Instruction in Mathematics.

As the numbers of children increased, it became clear to the parents that, in addition to after school activities, a breakfast program should be initiated because the schools to which the children were being bussed

had none. Once again, the community coordinator contacted the public school personnel in charge of the food service program to see if the group of parents could set up their own program. Because of the organizational record of the group and the number of children involved, an arrangement was set up to furnish all of the supplies and equipment necessary for a breakfast program. The program was completely handled by volunteers who arrived at 6:00 A.M. to begin breakfast; the children were fed and allowed to stay out of the weather until their buses arrived.

While vandalism was in evidence on other parts of the school grounds, the Volunteer 29 Program and its building suffered none--the children referred to it as their place and they treated it that way.

As the program of activities which focused on the children increased, and the number of parent volunteers grew, the community coordinator and program development specialist realized that outside sources of funding would be necessary to meet these increased needs. A proposal was written outlining not only the accomplishments of the volunteers to date, but also their projected needs, which included adult training in how to be a more effective parent and citizen. The Lilly Endowment, Incorporated accepted the proposal as submitted and funded Volunteer 29 for $16,000 over a two year period. Volunteer 29 was funded by the endowment not only because of the program's past activities and projected neighborhood projects, but because it chose to remain as it was--composed of volunteers, the only paid worker being the part-time custodian.

In the past, too many volunteer programs had been developed, found success, been funded, the staff hired, and then died on the vine because the commitment of the total group was lost by the appearance on the scene of paid directors. The budget for the Volunteer 29 Program was developed jointly by the program development specialist and the community coordinator. The university administers the grant through its accounting department, but all decisions regarding the expenditure of funds come from the members of the volunteer group. The program, now in its second year of operation, is guaranteed to be funded at least one year after the present Teacher Corps cycle ends. Interns have been involved in this program by invitation of the community coordinator, as their special skills are

extremely useful. In addition, the children who have been involved in the center have been used as subjects for some of the training modules in which the interns are involved.

As a result of the success of the paraprofessional training program, it was felt by the staff that, if there were a way to get the minicourses out into the neighborhoods, many parents and grandparents would be able to benefit from the minicourses and would then have the skills to work with their children or grandchildren. Several planning sessions were held by the staff and the community coordinator did a needs assessment of the inner-need area of the city. A plan was developed and submitted to the Community Services Program of the City of Indianapolis seeking Revenue Sharing funds in the amount of $54,000.00 to carry out this plan over a one-year period. The plan was favorably received by the city and was funded. A problem arose when the city informed the university that the city could not purchase the van, considered to be a major equipment, with Revenue Sharing funds. An immediate request was made to Lilly Endowment, Incorporated for funds in the amount of the $20,000.00 necessary to purchase the van. The request included the proposal sent to the city and the letter of grant awarded. The endowment granted the project the money to cover purchase of the van. Training began at once for the community people who would staff the van, and selection of sites in the inner-need area of the city were made.

Because of the nature of the program (community based), as the sites were selected parents were recruited from their neighborhoods to become trainers under the leadership of the van director. These community trainers were paid both during their training period and while they served as instructors. When the mobile van moved into a new neighborhood, another community person was trained and the previous trainer remained in the neighborhood as an unpaid resource person to those people who had participated in the the program. To date, the van averages approximately eighty course completions each month and the interest in the van program had not diminished.

After Revenue Sharing funds for the one year period ran out, the Division of Education, realizing the community service the van was providing, took over the expenses of the van. After the initial

tool-up costs, the van's total expenses, including salaries, materials, and maintenance are approximately $18,000.00 per year. Considering that approximately 960 people a year are served, the unit's cost falls below $20 a course offering. It should be noted that these courses are offered at no cost whatsoever to the participants.

Community Recreation Centers reopened by using the skills learned in community modules and by utilizing a process called "Discovery" which was developed by the Foundation for Urban and Neighborhood Development, Denver, Colorado. The interns were able to reopen two recreation centers that had been closed by housing project officials. The intern team which lived in the area was sensitive to the after-school needs of the students and began to investigate reasons for closing of the recreation centers. They interviewed scores of parents and children in the area and found that councils established to oversee the operation of the projects were not being filled and that apathy had set in. Several organizational meetings were held under the advisement of the community coordinator in order to build up a sufficient number of interested parents. Council meetings were attended; people began to get interested in assuming council positions and things began to happen. Parent volunteers, side-by-side with interns, offered to staff the recreation center. Pressure on the council presidents insured that items were placed on the agenda for action. Pressure was put on the Polic Athletic League Club to see that activities were not only planned, but carried out. Council responsibilities were determined and reasonable demands were made upon those responsible for action. Leadership was provided by the interns and community coordinator to assist the housing project tenants in other areas: garbage pickup, vandalism control, and educational course offerings in the neighborhood. The target school principal became involved and volunteered the use of the school building while the process of getting the centers reopened was going on. A new feeling of "we can get the job done" was built into the project.

The important lesson learned by everyone was that in every organization, there is someone responsible for each aspect of that organization, and that, for that organization to function effectively, every

person needs to be sensitive to the needs of the people he/she services. If, in the chain, someone breaks down, then someone must be able to call that person to task to see that he/she does his job.

4. South Carolina Teacher Corps, 9th Cycle[18]

University of South Carolina
Columbia, South Carolina
Fairfield County Schools,
Winnsboro, South Carolina
Lancaster Area #4 Schools,
Lancaster, South Carolina
July 1, 1974 - June 30, 1976

Goals for Community Involvement

a) To continue the program of encouraging community involvement in the education of students through a planned program involving Teacher Corps interns.

b) To develop a core group of teachers with insights, skills, and competencies to work more effectively with children and parents from disadvantaged and low income families.

c) To make parents in the communities of the project schools aware of the community services available to low-income families and to involve these parents in the decision-making process of the schools in planning for their children.

Objectives for Community Involvement

a) Each intern team will identify community problems, develop and implement a strategy for solving each and evaluate the degree to which the problem was solved.

b) Each school-community advisory council will establish plans and procedures for continuing priority community components.

c) Each of the four Teacher Corps schools will organize and implement extended day programs.

d) A district-wide Interagency Council of Community Service Agencies will be established.

e) Each school will (1) recruit and train a staff of volunteers, (2) devise a volunteer management system, (3) train all teachers in the use of volunteers, (4) use the volunteers.

f) Each Teacher Corps school will operate as a community school with a trained staff.

Development Process for Community Component

The Community Component for the project was developed in four phases:

a) Exploration of alternative models and programs and staff training;

b) Community involvement in assessing needs, compiling resources and program targeting;

c) Policy development and goal setting; and

d) Implementation -- including community training where necessary

Phase I

All Teacher Corps personnel were involved to some degree in the exploration of alternative models and programs related to the community component. This was achieved through an ongoing process of regularly scheduled involvement in specific community workshops and conferences:

A special section of a school-community course was organized for interns in the summer of 1974. The outcomes of this course included a full cataloging of all potential resources in each community, an analysis of the community power structures, an in-depth review of the component parts of community education, and a specific task plan for implementing a community project.

Teacher Corps personnel participated in a series of four one-day conferences on community education involving recognized experts from throughout the country.

An intensive one-week workshop was designed for key personnel (principals, school coordinator, community coordinators, adult education directors) to analyze major components of community education and to develop skills--needs assessment, goal setting, interagency involvement, staffing, programming, assessment and evaluation. Teams developed specific strategies for gaining school board and administrative support and for generating greater agency collaboration.

Teams from each district, including school board members, superintendents, adult education directors, recreation directors, Teacher Corps personnel, and state legislators visited Flint and Pontiac, Michigan for on-site inspection of well-developed community education programs. The delegation, led by the Lt. Governor, met with small groups of representatives in each location who held positions similar to those of the Teacher Corps teams (i.e., adult educators, recreation directors, school board members, etc.).

Teams from each district participated in the three day National Community Education Conference held in Washington, D. C. Teams were composed of Central Office administrators, school board members, parents, team teachers, interns, team leaders, community coordinators, along with representatives from the Governor's office, State Department of Education, and other community agencies. These teams, while in Washington D. C., met as a group with seven of the eight Congressional Representative from South Carolina to discuss community education and Teacher Corps' involvement in this process.

Teams from each project participated in a four-day Southeastern Network Community workshop designed to:

expose participants to alternative community components;

explore problems related to the

implementation of each component;

set specific targets and goals; and

design management plans for implementing goals identifies.*

Teams from each district participated in a mid-winter community education conference designed to promote a united effort for community education. Specific purposes were to generate legislative support, top level administrative involvement, and increased community agency collaboration.

Teams from each district will participate in a three-day spring workshop and a one-week summer workshop. Both will be designed to further develop specific strategies for continuation after the Ninth Cycle Teacher Corps project ends.

These regularly scheduled conferences and workshops have kept the community component dynamic and relevant to community needs. The infusion of new ideas, the acquisition of, or further development of, new skills, and the refinement of planning and assessment techniques have stimulated each project to develop an exemplary community component.

Phase II - Community involvement in assessing needs, compiling resources, and program targeting.

Two major types of activities were employed in order to (1) get community (individuals and agencies) input in setting direction for the community componenet, and (2) determine local resources available.

a) Interagency meetings involving 60-70 persons representing some 15-20 agencies were held in both counties. These were evening meetings which lasted approximately 2½ hours and consisted of:

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*Specifics were developed through the use of: Focus: Seven Steps to Community Involvement in Educational Problem Solving, Pendell Press, 1975.

1. an overview of Community Education to increase participant awareness, done through a brief (5 min.) lecture and a film;

2. a modification of the Pocoff Group Sampling Technique for gathering data to provide program direction. Agency persons were grouped according to similarity of function and were asked to complete a form specifying community needs and priorities. Then representatives from each of the groups were selected to work in a combined group in order to synthesize community needs and arrive at a consensus priority ranking;

3. a list of local resources, based on the priority needs identified in the above process, were identified and matched on a grid with the needs.

b) Teacher Corps interns, in order to help community residents, take better advantage of services available through local agencies:

1. compiled a list of local service agencies;

2. visited each of the agencies;

3. compiled a resource directory specifying services offered, application procedures and contact person (name, address, and phone number). The Directory was published and distributed to the community residents, with offers of assistance if needed.

Phase III--Policy Development and Goal Setting

In order for the community component to become an ongoing part of the two school districts it was felt that school board policy supporting community education was essential. Thus, in training workshops, staff from each of the districts developed a plan for securing such a policy statement. This plan included an awareness session with each of the boards (film--To Touch a Child, and follow-up discussion), development of a draft of a policy statement, and presentation of the statement to the board for adoption.

Supporting policy was adopted by both boards.

After adoption of board policy, and based on the needs assessment data, staff, interns, and selected school persons developed a management document for the community component in order to specify goals, objectives and activities.

The five community components and the needs assessment which were identified and are in various stages of operation are described below:

a) Needs Assessment. The needs established in the spring of 1975 were revalidated by the interns during the summer. The ten interns in each county made a total of 58-66 trips from Columbia to the county, surveying sample populations to determine whether or not these original needs were still high priorities for the county. It was determined that these needs remained high priorities in each school area.

   These needs are:

   1. Volunteers to work in the schools, thus affording "hands on" help for teachers as well as providing community people a better opportunity of becoming acquainted with the schools;

   2. An extended day program;

   3. Better recreational facilities and programs.

b) School-Community Councils. Two of the four schools have formed their councils. They are composed of the following personnel:

School Staff personnel	-	4 each
Interns	-	1 each
Parents	-	5 each
Others	-	2-3 each

At these two schools the councils are operative making decisions relative to the Community Volunteers and Extended Day programs. The other two schools are either picking the personnel just prior to organizing the council or are making strong decisions to move in this direction.

c) Extended Day Program. Two schools have implemented this program. These programs operated from six to ten weeks during the first semester. In each school the School-Comunity Councils have taken a strong look and feel that there should be a program during the second semester. At one school the PTA decided to make this the major project for the spring semester. In the other school the School-Community Council plans to activate the PTA. In the other two schools plans were laid to have an Extended Day Program during spring semester. (All ages from kindergarten to 80 have participated.)

Some of the areas of interest in the Extended Day Program are: cake decorating, recreation, slimnastics, inside games, table tennis, quilting, crocheting, personal grooming, reading, and introductory piano.

d) Volunteers. Two schools have activated the Volunteer Programs. These volunteers enter the schols and perform the agreed upon tasks. There are from 15 to 21 volunteers per school. The other two schools will have the Volunteer Program activated in their buildings during January, 1976.

Some of the agreed upon tasks for the volunteers are: tutoring, making learning centers, helping librarians, giving attention to children who just simply need attention, clerical duties for teachers, helping with elementary physical education and helping small groups carry out instructional tasks.

e) District Wide Community Service Agency. This council has not been formed as yet in either county. This will be

done in January since both boards approved the the community education policy statements in December. Each county council will be composed of from 10-15 members. These will be selected from each strata of society, including the professions, the community service agencies, non-professional working persons, parents, ethnic minority persons, and senior citizens.

f) Community Agency Resource Service Booklet. In Lancaster, the Community Agency Resource Service booklet is almost ready for distribution. The printer is working on the cover and the last two pages.

The Lancaster Country Drug Abuse Council is serving as the publisher. The Drug Abuse Council, South Carolina Teacher Corps, and another community group compiled the information for publication. January 1976 should see the beginning of the booklet's distribution.

Phase IV--Implementation

Each of the four schools in the South Carolina Teacher Corps Project are at different stages of implementation of the above plan. Summary sheets were prepared to collect data as an interim analysis of the existing situation as of December 1975 and progress toward achievement of the stated objectives.

B. Urban/Rural School Development Program

	Involvement	Training
Community Member	Yes	Yes
Teacher Education Student	Yes*	Yes*

*This program included in-service education only. The training and involvement hence is for experienced teachers.

In 1970, the U. S. Office of Education, through the Bureau of Educational Personnel Development, initiated a program promoting community-school collaboration--the Urban/Rural School Development Program. The purpose of this effort was to demonstrate that federal funds could strengthen the educational resources of the total school community through a joint effort between the school staff and the community. The central concept of Urban/Rural was one of parity between school and community, designed to foster cooperation between school and community.

The Urban/Rural School Development Program contains several elements which give it a unique character among federal efforts to facilitate school-community cooperation. These elements are:

a) at least half of the members of the joint governing body (the School Community Council) are drawn from the community;

b) the program for each site is planned to fit the needs and circumstances of that particular community;

c) the control of funds is in the hands of the Council; and

d) the concentration is on training of educational personnel and development of community educational resources.

Designed as an experimental effort directed toward training educational personnel at a small number of schools in low-income communities characterized by student underachievement, it is now active at twenty-six sites throughout the United States. [19]

The Office of Education guidelines for Urban/Rural proposals listed the following objectives:

1. To improve performance in schools attended by high concentrations of underachieving students from low-income families.

2. To make training for educational personnel more responsive to the needs of the school, its staff, its pupil population, and the community by means of concentrating training and program development resources in a single school or in a limited number of related schools.

3. To develop decision-making capabilities in school and community personnel; to develop their ability to make decisions based upon the recognition and utilization of the interdependence of students, parents, teachers, paraprofessionals, administrators and concerned community residents.

4. To develop within the school/community a capacity for identifying critical needs and assembling ideas, resources, and strategies to meet those needs in a continuing process which provides for adjustment as the program evolves.

5. To provide for the school and community the context in which administrative, fiscal and ideological decisions are subject to those constraints generated by a collaborative process at the school/community level.

6. To effect a process through which the individual school and its community accepts responsibility for its decision, and is accountable for its actions regarding the utilization of resources,

formulation of strategies and development of a program to improve pupil performance.

7. To introduce, through the initiative of the school and its community, constructive change in the life of the school which will affect the quality of education in such a way as to increase the performance and range of opportunity for pupils.[20]

The central goals of the program were described as follows in a study by Terry and Hess:

1. To establish an administrative structure which would give the community parity in the planning, decision-making, and implementation of the program.

2. To establish a Council representative of the low-income community in which the schools exist.

3. To develop the resources of the local community for participating in educational activities of the school.

4. To develop training programs which would meet the specific educational needs of the community.[21]

Although teachertraining was included in the objectives of the program, the central concept of the program was to achieve parity in educational decision-making. Whereas Teacher Corps programs incorporate parity in the development and implementation of an innovative teacher education program, Urban/Rural programs strive toward parity first and then work toward development of an educational program which reflects the needs of the community.

The study conducted by Terry and Hess involved twenty-three Urban/Rural programs. They found that:

1. Parity between the community and school has been achieved at most of the Urban/Rural sites.

2. The program has involved persons who

represent a cross-section of the community population.

3. The degree of community input at a site affects the design of the training activities.

4. Despite the similarities of funding and a common set of guidelines, vast differences emerged among the sites in their program development and in the success with which their councils were representative and achieved parity.

Terry and Hess concluded that parity in community involvement between the school and community is a viable and effective possibility and that the Urban/Rural programs contributed to the improvement of relations between school and community.

C. Follow Through Program

	Involvement	Training
Community Member	Yes	Yes
Teacher Education Student	No	*Yes

*Limited Retraining for regular classroom teachers.

Follow Through represents another program initiated by the U. S. Office of Education for the purpose of strengthening and diversifying the role of parents and other community members in the education of children. As displayed in the matrix above, Follow Through differs from Teacher Corps to the extent that its primary focus is upon educational innovations and improvements through parent involvement. Teacher education is of secondary concern. In contrast, Teacher Corps achieves similar goals through a primary focus of teacher preparation -- preservice initially and currently an emphasis on inservice.

Parent involvement in education is described as a vital and crucial ingredient for educational success as indicated by the following excerpt of the Follow Through Program Manual:

> A basic tenet of Follow Through is that parents have both the right and the responsibility to share in determining the nature of their children's education. Accordingly, parents must be given opportunities to take an active role in all aspects of Follow Through. Interaction between parents and Follow Through staff--in homes, classrooms, and elsewhere in the community--can (1) help parents learn how they can best influence the program and, on their own contribute more fully to their child's total development and (2) help staff become more responsive to the needs and goals of the parents and community and translate such goals into meaningful project activities.[22]

The roles advocated by such a statement include parents as (1) policy makers concerned about their children's education (but not necessarily the teacher's), (2) as audience/

participants/supporters of the program, (3) as tutors of their children (contributing "more fully to their child's total development,") and (4) as resources for the staff by providing information about community needs and goals, and helping in translating these into "meaningful project activities."

Follow Through launched a massive effort to retrain teachers to enable them to implement the different Follow Through models. Most of the Follow Through projects across the country received the training services and materials developed by a sponsoring agency, usually an institution of higher learning. In one of its evaluation activites of the Follow Through program, the Stanford Research Institute (SRI) identified 17 of these sponsors that considered parent involvement essential to the implementation of their programs both in school and outside of school. All provided distinct directions for intervention in the parent-school relationship.

These sponsors were:

1. Bank Street College of Education Approach, Bank Street College of Education

2. Behavior Analysis Approach, University of Kansas

3. California Process Model, California State Department of Education

4. University of Oregon Englemann/Becker Model for Direct Instruction, University of Oregon

5. Florida Parent Education Model, University of Florida

6. Mathemagenic Activites Program (MAP), University of Georgia

7. Hampton Institute Nongraded Model, Hampton Institute

8. Language Development (Bilingual) Approach, Southwest Educational Development Laboratory (SEDL)

9. The Parent Supported Application of the Behavior Oriented Prescriptive Teaching Approach, Georgia State University

10. Home-School Partnership: A Motivational

Approach, Southern University and A & M College

11. Tucson Early Education Model (TEEM), University of Arizona

12. EDC Open Education Program, Educational Development Center

13. Far West Laboratory for Educational Research and Development Responsive Educational Program

14. Cognitively Oriented Curriculum Model, High/Scope Educational Research Foundation

15. Interdependent Learning Model, New York University

16. Culturally Democratic Learning Environments, University of California, Riverside

17. Role-Trade Model, Western Behavioral Sciences Institute

All of the Follow Through projects were required to organize policy advisory councils which enabled parents to learn about the educational program and advise the project staff. Some of the projects specified additional roles for the community within their program; only those projects included in the interim evaluation report by the Stanford Research Institute of the National Follow Through Program and identified as successful to any event in meeting their parent involvement goals will be included in the following discussion.

According to the Stanford Research Institute and Bank Street staff, the Bank Street Follow Through project promotes parent involvement in each of the communities implementing their program by

> providing materials interpreting the program and special consultants, as well as by joint planning for home-school and community activities related to the school, and as members of the local Policy Advisory Committee. Parents may receive career development training with either graduate or undergraduate credit. Parents and teachers pool their understanding of each child's interests, strength, and needs as they plan his educational

experiences in and out of school.[24]

Although the parents in this program have influence on program policy through their participation in the Policy Advisory Committee, they have no direct influence on teacher training. This again reflects a main concern with parent training rather than teacher education. In the training of the teachers who implement the Bank Street Follow Through project, the developers uphold these parent roles as desirable and advocate that teachers accept the importance of these roles for parents; however the parents do not participate in the actual teacher training activities.

The Behavior Analysis Project of the University of Kansas specifically includes two parent aides as integral members of the clasroom staff. These parent aides are employed on a rotating basis with other parents to supervise spelling, handwriting, and individual tutoring. In addition to training parents for this direct involvement in the clasroom, the Follow Through project also includes advising parents on ways to continue the education of their children at home. The training program for teachers in the Kansas project includes parent aides in the planning for classroom activities.

High/Scope Educational Research Foundation's Cognitively Oriented Curriculum Project includes a parent program and home visit staff which vary according to local needs and objectives. Each local project designs and implements its own parent program with general guidelines and assistance from High/Scope Foundation staff. The home visit staff are the core of the home teaching component, which consists of planned visits by teachers or individuals (usually project mothers hired as home visitors, to the homes of the students). During the visits, the home visitor works with the student and a parent, focusing on current and past activities at home and on the supportive activities possible in the home.[25]

The Open Education Program of the Educational Development Center recognizes the important role parents can play in the education of their chldren and supports the parents' right and responsibility to be involved in all decisions affecting their children. In addition, it acknowledges that the teacher's effectiveness is greatly increased by his/her knowledge of the student's life outside of school. Thus, the Educational Development Center advisory teams help teachers, aides, and administrators work with parents to help them become better informed about the open education program, to use the parents as important resources of information about the children, and to involve parents in decisions concerning the children's education.

The University of Oregon Engelmann/Becker project structures its classrooms to include two full-time aides recruited from the Follow Through parent community. The parent aides function essentially like the certified teacher and receive training along with implementing the program model at the local summer workshops as well as though inservice training during the school year. In addition, family workers, usually parents themselves, contact all project parents to inform them about the program and teacher materials and about their children's progress and to encourage them to attend PAC meetings, visit the school, and participate in training leading to work in the school. Parents also receive materials and instructions on use of materials to supplement the school program in the home. Parent workers also seek to organize parents experiencing special difficulties into problem solving groups.

The Parent Advisory Council for this project actively focuses attention on the needs and interests of parents, recruits parent aides, assists in writing the Follow Through proposal, influences policy making, and is involved with program development. This sponsor "feels project parents must have the right to judge the effects of the program for themselves, both to provide criteria of program success and to guide efforts at program improvement."[26]

The Responsive Educational Program of the Far West Laboratory for Educational Research and Development includes the development of career directed jobs for parents such as teacher assistants. This program places equal responsibility for the child's education in the home; hence the heavy emphasis on educating parents about the program and ways to pursue its objectives in the home. Far West staff has organized a toy and game library along with filmstrips and audio tapes demonstrating how the toys and games should be used in the home. All parents are invited to participate as classroom volunteers, especially to enable them "to become aware of the kinds of adult-child interactions that contribute to the child's success in school and to become familiar with the principles and the activities of the program."[27]

The Florida Parent Education Program of the University of Florida is primarily concerned with the education of parents to participate directly in their children's education and create a home environment that furthers the child's education in the classroom and out of school. This program views parents as uniquely qualified to guide and participate in their children's education. Their role as parents is vital to their children's emotional and intellectual growth. Hence, the most outstanding aspects of this Follow Through program take place in the students' homes.

Paraprofessionals work in the home and the classroom. They are usually mothers of project children who are trained both as teacher aides and parent educators. They work half-time assisting a teacher and make home visits during the remainder of the time. Mothers are taught how to increase the child's intellectual, personal, and social development. The parent educator actively solicits feedback and ideas on the strategies taught to the parents and informs the parents about their children's progress in school. In addition, the parent educator serves as a referral agent for medical, dental, psychological, or social services.

This program does not have a definite curriculum or prescribed teaching strategies as do the other Follow Through models. The program includes changes in classroom organization and teaching patterns. Curriculum is developed as needed in order to integrate school learning activities with those in the home. Learning activities are developed to allow both the home and the school to work as partners.

The Interdependent Learning Program of New York University bases much of its classroom activities on learning games and the interaction of students with these materials. More importantly, interaction with peers and adults, especially in small group settings, is prescribed. This program considers parents an intergral part of the eduational teams and urges schools to invite them into the classroom to play a real role in the educational process and to participate in model improvement. For those parents unable to participate in the classroom, the program provides workshops and home visits to teach them about the instructional games their children are playing in the classroom and how to play those games with them at home.[28]

The Language Development (Bilingual) Approach of the Southwest Education Development Laboratory is a bilingual program which begins the instruction of the students in the language of the children's home. The program staff seeks to accelerate students' school successes by encouraging parents to have positive expectations of achievement and participation in classroom activities. Parent involvement is considered crucial and materials are specially developed to enable parents to use them at home to reinforce their child's classroom learning.

The Mathemagenic Activities Program of the University of Georgia trains community members as classroom aides to work with certified teachers. Before the teachers and aides begin program implementation, they receive training on the program principles and the use of the curriculum materials. Second-year teachers and aides then assume the leadership roles in the training workshops for the new teachers and aides entering the program the following year. Parent Advisory Council and

parents in general are invited to attend all of these training sessions. The Follow Through staff works with parents throughout the year to coordinate the home-school efforts and to encourage the local community to participate in the program.

The Tucson Early Education Program encourages schools to establish positive and frequent contact with parents to acquaint them with the instructional program and influence them to participate in school-related activities, work with the Parent Advisory Council, serve as classroom volunteers, and train for new careers. Teachers are also encouraged to utilize the school neighborhood and the children's cultural backgrounds as bases for learning experiences. In addition, the program attempts to encourage parents to have more direct influence on educational policy and to increase their knowledge about the school system and the political influences that play a role in policy making. [29]

D. Community Schools Concept (Mott Foundation)[30]

Mott Institute for Community Improvement
Elementary Education
Michigan State University
1968 - 1973

	Involvement	Training
Community Member	No	No
Teacher Education Student	Yes	Yes

The Mott Institute for Community Improvement, with the cooperation of the Elementary Education Department at Michigan State University, conducted off-campus, community-based urban teacher education programs in three of the metropolitan areas in Michigan--Detroit, Pontiac, and Flint. The initial implementation of the program occurred nine years ago; the program has since been continually modified to meet the changes among the public school population, as well as the need for continually expanding teacher expertise. In recognition of the need for a program design which would provide for experiences and guidance to help new teachers gain adequate background for working with urban youth in a changing society, the component parts of the over-all program were developed. They offer some options and alternatives in teacher training to undergraduate students desiring to focus their preparation in the area of working with urban youth.

Underlying the community-based program design is the premise that actual involvement with the clientele with which one is preparing to work, along with certain kinds of guidance in the experience, will enhance the effectiveness of the individual being trained. More specifically, the typical teacher education major who desires to work with youth in urban areas needs experience in a realistic situation along with additional input from knowledgeable trainers and instructors. The community-based concept offers this experience through the cooperation of the school community in its broadest sense--the school population itself, the surrounding community, and the teacher training institute.

The goals of the community-based urban teacher programs are not only to develop teachers who are equipped with subject matter skills

but more importantly to develop leaders who possess a "feel" or sensitivity to the community from which the child comes. To reach this goal, the Michigan State University student works in the classroom setting on an extended basis and is also able to gain first-hand, in-depth experiences in the community. This two-pronged effort is designed so that the student in training will:

1. have a more meaningful background of experiences with which to approach the teaching/learning situation in an urban community;

2. have the cooperative support and guidance of the local school, the community, and the teacher training institution;

3. have greater opportunity to relate theory to practice in an on-the-job context;

4. have opportunity to see and be involved in the day-to-day aspects of the life of the community; and

5. have options and alternatives to choose from in the program design so that overall training is geared more to the needs and interests of the individual student.

The present community-based program represents several modifications which have occurred over the several years of operation. Such modifications have been made in an effort to create more meaningful background for students preparing to work in urban areas. It can be said that all changes were made in keeping with the desire to bring about deeper involvement of the student and greater dialogue with the community. Some of the changes that have occurred in the design of the overall program include:

1. Built-in flexibility of community experiences and school assignments;

2. Closer guidance and supervision of community-based experience; and

3. Stronger ties established between the local school and the university personnel.

The urban teacher programs represent several designs in preparation for the student to choose. Hopefully, therefore, the student in training is able to be involved in that program which best suits his/her needs. The programs which will be described range in length from two terms (Detroit MICI) to a period of two years (Flint EIP).

Detroit Specialized Teacher Preparation Program

This on-site training program provides for a two quarter experience which combines methods work with practical application to the classroom, to student teaching, and to community involvement.

The students study in Detroit for two terms, with one group beginning in the fall and finishing at the end of the winter term, and another group participating during winter and spring term. The students are clustered in two Detroit elementary schools--Franklin and Campbell schools. Through the cluster arrangement, students are able to work more closely and effectively with other MICI students and the Detroit public schools staff. MICI students and staff, teach, learn, and socialize in a portable classroom building located at the Campbell Elementary School.

During the first term, instruction is given in language arts, reading, social studies and community involvement, math and common elements. These classes are conducted by staff members from Michigan State University and master teachers from the Detroit public schools. During this time, each student participates two days a week in a classroom tutoring children, assisting the teacher, and working with a paraprofessional.

The program is action-oriented and many visitations and observations are made in the community. People in social work, community settlement houses, local recreation centers, and various agencies serve as resource to the program. From these contacts the students choose an area in which they are interested for volunteer

work one day a week during student teaching. Through this community involvement, opportunity is given to participate in and review community-oriented programs.

The students set up a demonstration, *child-centered, interest centered* classroom to culminate the first term's work. This classroom provides model learning stations for individual children and for small groups. The emphasis is on designing activities for effective learning rather than rote memorization. Thus, it emphasizes innovative programs for individualized instruction. The school staff is invited to view, ask questions about, and react to the model. During the second term the students become student teachers in the same classroom in which they participate during first term. It is a major advantage for the students to continue working with the same children and teacher for an extended length of time rather than approach a new situation for student teaching where a rapport with the children and a knowledge of the curriculum has not been previously established. Three days a week are required in this assignment. One day a week students work with another teacher, community agent, counselor, or administrator in either of the two clusters at Campbell or Franklin schools. On another day the students volunteer in the community to work with children and adults in a setting outside the classroom. This individualized schedule provides opportunities for a variety of alternatives that are not part of a traditional student teaching program.

A spirit of comraderie characterizes the relationship among MICI students, supervising teachers, school administrators, and MICI staff members. Warm relationships develop as school personnel, MICI students and staff share interests and problems. As a result of this kind of relationship it is possible to seek answers to problems together. This message left for new participants by a group of outgoing students is a reflection of the attitude of the students:

WELCOME TO MICI
It's a Real Trip!

We bet you're wondering what this MICI thing is all about. Right? Hopefully today you'll get a vague idea, but in order to really know, you've got to do it. There's a lot of hard work involved, you need a strong body, a creative mind, determination, guts, and a real liking for kids. You'll put up with a lot, but in the end if you try it, you'll like it.

Signed,
We've Been There

Detroit personnel administrators and principals recognize the superior quality of the training received by these Detroit MICI students. Such recognition is of inestimable value in job placement. It is in many instances the difference between successful and unsuccessful job placement. Since the inception of this particular program, its graduates have enjoyed remarkable success in getting and holding responsible teaching positions in urban areas.

Pontiac Teacher Education Program

The MICI Teacher Education Program in Pontiac is operating in the Dana P. Witmer Human Resources Center, a multi-use facility with accommodations for elementary school children, adult, and community use.

The Human Resources Center, located in the center of Pontiac, began operation in the fall of 1971. It represents the efforts of many individuals, groups, and organizations and was six years in the planning and construction stages. During this time there was a committee established consisting of community residents and educators for the purpose of guiding and planning the development of the Human Resources Center. The committee was charged with the responsibility of making recommendations for both programs and buildings which would

be implemented. Thirty-three recommendations were made and all but one, a swimming pool, were adopted. Some of these recommendations, in addition to space for the elementary school program, included a community theater, public restaurant, adult classrooms, office space for local, county, and state agencies, a medical suite and a dental suite.

Through the community education program the community is encouraged to, and does, make extensive use of these facilities. There are presently 2000 adults participating in programs and activities ranging from adult basic education and a high school completion program to karate. Open space is a feature of the portion of the building housing the elementary school children.

The Pontiac Board of Education has designated the Human Resources Center as a demonstration school for programs which will, over a period of time, be implemented throughout the system. These innovations include differentiated staffing, multi-age-multi-level grouping, team teaching and continuous progress instruction which allows each youngster to progress through the curriculum at his/her own rate.

Several other programs are also in operation in the Human Resources Center which add to its uniqueness as an educational facility. All of the elementary bilingual school children in Pontiac are brought to the building for their education. These children are integrated into teams with other children for a portion of the day and for the remainder of the day have the services of bilingual staff members. The non-Spanish speaking children on these teams are taught Spanish as a second language. In the fall of the 1972-73 school year, a home-based program for three and four year old children was instituted. The children and parents come to the Human Resources Center one day a week and the child is provided with services to meet his/her needs while the parent is involved in a parent education

activity. Once every two weeks a staff member makes a visit to the home and leaves a packet of materials which the parent is shown how to use with the child.

One-hundred and thirteen children certified as emotionally disturbed, educable mentally handicapped, and perceptually handicapped from within the Pontiac school district are attending the Human Resources Center. All but eight of these children are full-time members of the general education teams and are not assigned to "special rooms." The children receive the services of a certified special education resource teacher who is assigned to the team. The integration of these students was initiated in an attempt to remove the stigma generally attached to special education students.

Michigan State University students involved in the Pontiac MICI program spend one academic year (3 terms) assigned to the Human Resources Center. During the year they take all of the methods courses required for elementary certification, student teach for portions of two terms, and take additional course work which relates to urban problems. Students can earn up to 49 quarter hours of credit during the year.

Methods courses are taught, as often as possible, by the professional staff of the Human Resources Center. In these class sessions students have an opportunity to share with each other the results of what took place when they tried the techniques they were taught during the previous session. This approach affords feedback for both the instructor and the student. In addition, if the students encounter some difficulty with techniques, they may get immediate help from the teacher. Michigan State University staff members also teach some of the methods courses.

Because of the uniqueness of the Human Resources Center, Michigan State University students are able to participate in programs which are not generally available in a traditional setting. As members of a teaching

team the students are involved in planning for several levels of student achievement and learn to capitalize on the strengths of the other team members. Because of the mult-age-multi-level organization of the teams, they have the opportunity to work with children of different ages during the day. Because of the number of both certified professionals and lay persons assigned to each team, the student teacher is able to work with smaller groups of children than would be possible in a traditional setting, and is therefore able to do more individualizing of instruction. For those student teachers who are majoring in early childhood education the Human Resources Center affords an opportunity to be involved with a pre-school program which is being operated by a public school system.

The MSU students are encouraged and expected to participate in the community education programs being conducted at the Human Resources Center. Such participation might include tutoring in the adult learning center, working in the food co-op, or serving on a committee such as the one developing the playground.

The Mott Institute for Community Improvement provides an on-site coordinator for the program. Coordinator responsibilities include teaching classes, meeting with team leaders and supervising teachers on a regular basis to handle any problems or conflicts, arranging and supervising "field trips" for Michigan State University students, and recruiting students for the program the following year.

The Flint Elementary Intern Program in Urban Teaching

The Elementary Intern Program (EIP) has been in operation at Michigan State University since its initiation through a Ford Foundation grant in 1959. EIP presently is located in ten centers throughout Michigan. In 1968, a special EIP Center was established in Flint in cooperation with Michigan State

University, the Flint Community Schools, the Mott Institute for Community Improvement, and the C. S. Mott Community College. The major thrust of this center is specially oriented to urban teaching.

In general, the Elementary Intern Program in Flint uses the organizational and time structures of the other EIP centers, attempting to cull the best from all centers and adding unique features of its own. Students are recruited from high schools and community colleges, or from the ranks of teacher aides and paraprofessionals, and are encouraged to apply to EIP during their sophomore year of college. They must exhibit a reasonable standard of academic ability and have a strong commitment to the education of inner-city children. Provisions for nearly two years of on-site training, a wedding of theory and practice, and recruitment of candidates indigenous to the city are emphasized. A major effort in recruiting minorities has been attempted.

Many recruits are teacher aides and mothers who have experienced little previous school success or commitment to any life goal. They want to see their children or their charges in a better position, and they have striven for a better existence for themselves and their offspring. People identified by local schools as having positive attitudes and expectations for inner-city students are asked to interview and evaluate the recruits. This initial screening is rough--the candidates are asked to perform like experienced teachers or degreed candidates interviewing for a job. Because of our reputation and the commitment of our applicants, surprisingly few of them fail this screening.

A key person in the training program is the Intern Consultant. This person must be very knowledgeable regarding classroom techniques, innovative approaches, personnel in schools and the community, and the purposes of EIP. Each Intern Consultant is assigned six or seven interns, and their major responsibility is to serve these interns in every

way possible. The consultants also supervise pre-interns, teach methods and techniques to pre-interns, conduct seminars for interns and provide inservice activities for other professional staff. The key to the success of EIP in Flint revolves around the functioning of the consultants.

EIP is a very intensive program and a few candidates just do not succed. The pre-intern year in Flint starts at the beginning of the junior year with an accelerated indepth program of professional classes and school experiences. Pre-interns work very hard and are asked to continually analyze their commitments to urban education. Some choose to leave the program during this time. Methods of teaching curriculum, analyses of teaching tasks, understanding of culturally different peoples, involvement in community schools, and perception of one's own prejudices and convictions are primary focus of the pre-intern experiences during the junior year in Flint. Methods instructors are selected from both campus and the local area who are aware of and knowledgeable about the problems of urban education; mini-teaching, micro- and macro-teaching, and competency-based performance. The buildup to interning is sequential but rapid and pervasive. The pre-interns are juniors and still have a chance to pursue another vocation if desired. (Regular student teaching is usually done near the end of the senior year when there is less opportunity to change courses or directions). Pre-interns are constantly evaluated by methods instructors, cooperating teachers, principals, consultants, and the director. Interns are not only evaluated by the EIP staff, but also are evaluated by school administrators just like a first year teacher.

Several instruments have been developed and used locally or on a state-wide basis to determine the effectiveness of EIP. Comments on the best aspects of the program zeroed in on the consultant relationship. This feedback has enabled the Center to improve its

pre-intern experiences in several ways, and to involve the consultants more in helping both interns and pre-interns. For example, about 40% of the MSU graduates have teacher aides, compared to 25% statewide, and over half of the present interns have aides. An important facet of training pre-interns, then, is on the use of aides in the classroom. A wide variety of training techniques are used. These include methods instructors teaching demonstration lessons with students in a regular classroom setting, the use of the Inner City Simulation Laboratory, human value workshops conducted by the Lecture and Discussion Department of Flint Community Schools and the Detroit-based New Perspetives on Race, Inc., competency-based learning packets, and involvement with all facets of the community schools.

The acceptance and success of graduates is the proof of the success of the Flint Elementary Intern Program. Several forces are acting upon it, however, which will lead to changes. The constant feedback from graduates, interns, pre-interns, instructors, consultants, other EIP Centers, and school-community personnel results in continuous improvements in the program. EIP is a negotiable item in the local district, and the bargaining units have a strong prior commitment to their experienced staff. As financial pinches are felt, or as enrollment decreases, EIP may feel the effects. The time between recruitment and graduation is at least three years; therefore, a need for a strong student commitment over a substantial period of time is essential. Recruiting and financing minority students has not yet been as fully successful as we would like. But despite these continuing problems, we look forward to a bright future for this program.

The Mott Institute has been most pleased with the apparent success of these three urban teacher training programs. We feel that our efforts have been more than rewarded. Certainly, these programs are not without their characteristic weaknesses. Continued evaluations and subsequent revisions will hopefully further upgrade these programs so

that they will remain responsive to the needs of students of education who desire to serve urban youth.

E. The Home and School Institute (Trinity College)[31]

	Involvement	Training
Community Member	Yes	Yes
Teacher Education Student	Yes	Yes

The Home and School Institute (HSI) is a non-profit organization associated with Trinity College, Washington, D. C. The Institute is responsible for developing and providing programs for college students, teaching professionals, and interested adults for the purpose of improving educational opportunity in the home as well as the school.

The Home and School Institute began in 1965 when it offered courses to community adults. These courses were titled, "Success for Children" and were aimed toward preparing parents to become more active participants in their children's learning activities. In 1970, in order to reach a wider number of parents and other interested adults, the Institute initiated an inservice program for educators. As a result of several inservice efforts, a cadre of teachers with expertise in working effectively with parents and utilizing community resources were made available to the Washington area. The official incorportation of the Home and School Institute took place in 1972 when the inservice and community training programs were consolidated.

The primary mission of the Institute and its programs is to improve the learning ability of children and develop the teaching competencies of adults and parents. Most of the courses bring community adults and teachers together for specific training.

Community involvement is an integral ingredient of all Institute programs. The Institute claims that the programs have a research base related to the influence of the home on the learning of children. The school is involved in an outreach effort to help develop the home as a more effective and caring educational institution. There is little need for outside funding since the Institute builds upon what is already available in the home and school defined as "the desire to increase student achievement." Partnerships between teachers and parents are developed through the use of a "Home Learning

Lab." The Lab incorporates learning activities which emphasize basic skill development. The activities call for ordinary materials found in most homes. Educators are taught how to transfer the skills necessary to parents for conducting the learning activities in the home.

Since 1971, over 700 educators have participated in graduate courses offered by the Institute in conjunction with Trinity College and Catholic University. The Institute currently offers a major concentration for the Master of Arts in Teaching degree in the area designated as "School and Parent Community Involvement." The program is designed for experienced educators and administrators as well as school-community "lay" leadership who may wish to prepare themselves for careers in the school-community field. Competency expectations of the program have been described for the teacher education participant. Upon successful completion of the program, teacher education participants are skillful in their ability to:

1. cite current research findings on child care and the implications of these findings for the home and school learning environment;

2. assist parents and other caregivers to become more effective teachers of children in the home;

3. develop home-teaching activities which supplement and reinforce the work of the school;

4. design strategies for involving parents and community in the work of the school;

5. identify local community resources which can contribute to the learning environment of the school;

6. adapt community assessment techniques for problem solving in school-community relations; and

7. train parents and community leaders to become more effective evaluators and decision makers in school related matters.

Community adult participants, as a result of participating in the program, are expected to become an effective extension of the teacher in the home. Partnership between home and school

is encouraged through the development of a mutual exchange of skills and strategies for improving the learning ability of children. This concept of partnership is expressed in the following statements of objectives for the program:

* increase parental concern and support for achievement and learning;

* increase the amount of substantive guidance and support the parent is able to give the child;

* increase parental teaching skills;

* refine the amount and type of verbal interaction between parent and child;

* increase the value placed on school achievement and parental reinforcement of the child's activities in the school;

* involve parents in school improvement and improve parents' self-image;

* assist parents in providing a supportive atmosphere in the home;

* improve home conditions that contribute to low motivation and poor attitudes;

* provide a "mutually reinforcing" atmosphere at home and school;

* increase the number and kinds of resources available to parents within the home--resources designed to stimulate the child's development;

* increase communication between home and school leading to greater acceptance on both parts;

* develop the home-school partnership and effectively use parents in the school setting;

* increase the collaboration of the socialization community in the development and operation of the school program;

* achieve community wide involvement in procedures for continuous evaluation and review of the educational program, and utilization of the data for continuous revision of the program;

* involve teachers and parents in a program which uses parents as tutors and reinforcers of learning in the home;

* provide inservice training of teachers and interns in outreach skills for community involvement;

* expand the use of paraprofessionals and encourage volunteer work by parents in tutoring and other activities, in both home and school;

* use ways of identifying and serving the parents of preschool children, of helping the parents to be good teacher-tutors;

* insure that the growing day-care movement will include education, not just custodial service;

* promote decentralization, give parents more information about what is going on about school goals, objectives, practices, and curriculum, and their involvement in the school; and

* recognize that the essential element of home education is vital to successful achievement.

Recent national surveys by Learning Magazine[32] and the University of Georgia Follow Through Project[33] have indicated that HSI career development programs are one of a kind, unique nationally. Terrel Bell, U. S. Commissioner of Education, in reviewing HSI work has called it "sound" and "dynamic."[34] Participants evaluating the programs have indicated 100% that they believe the programs will have continuing, long-range impact on their teaching and their work with school-community. The Benton Harbor Michigan Compensatory Education Program, which sent a team of 10 to HSI training in Washington, is planning to implement the HSI approach on a city-wide basis in school year 1976-77. HSI programs have been demonstrated at the National Conventions of the Elementary Principals,

the Community Education Consortium, the National Association for the Education of Young Children and the Career Elementary Education Conference.

The Home and School Institute serves as an example of an effective program developed with very few, if any, additional resources.

CONCLUSIONS AND RECOMMENDATIONS

Although the involvement of representatives of the community sector in the development and implementation of educational programs at all levels is not a concept that could be considered "innovative" in educational circles, the author was duly impressed with the fact that, in most cases, involvement of community is and has initially been a requirement for federal funding. In this attempt to review such "models," it quickly became apparent through a survey of the literature and teacher education programs that higher education programs for preparing teachers which require community involvement and/or community training were barely existent except in cases of federally funded programs such as those cited in this study, Teacher Corps, Urban/Rural, and Follow Through. The Mott Foundation program at Michigan State and the Home and School Institute were possibly the only exceptions to this observation. The absence of published documentation of any such program was a severe limitation to this project. In addition, the author was limited in the number of direct contacts to higher education institutions in seeking information on teacher education programs which required a well defined community component. In all cases of inquiry, the result was the same. If there was a community aspect, it was as a result of elective selection of coursework or an influence of the importance of community in the required block of courses. Traditionally, most student teaching assignments require only school related experience.

There are beginnings of community involvement in teacher education program development outside of federally funded projects. An example would be the recently legislated "Standards for Colleges or Universities Preparing Teachers" for the State of Ohio. The standards include the requirement that:

> The college or university unit having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens.[35]

The resultant "Project Redesign" efforts of the State of Ohio may lead to more exemplary models of teacher education designed with direct involvement of community representatives by 1980, the target date for compliance. Added to this effort, of course, is the continuation and persistence of the Competency Based Teacher Education movement which, in most cases, calls for community involvement in the development aspects as well as field

based and community based experiences for the teacher in training.

In the light of the limitations of this study, the following conclusions are apparent:

1. Community involvement in teacher education is a viable force which contributes to the development of improved school/community relations.

2. Experience in the community and specific community awareness training is vital to the development of effective teachers.

3. Involvement and training for community adults also enhances improved school/community relations.

4. Tommorow's teachers trained without a "sense of community" will probably remain as ineffective as their predecessors, if not more so.

5. The utilization of community resources, both human and material, contributes to the learning environment of the school.

6. Involvement of community in teacher education program development contributes to the mutal understanding of the institution and its objectives and the community and its children.

7. There is a need for establishing effective parity relationships in educational programming at all levels.

8. Teachers, parents, and children benefit when communications about school and schooling are improved.

9. Multicultural teacher education is enhanced through the inclusion of a community based program component.

Teacher education institutions should take the lead provided by the federal-funded projects included in this study in moving toward more intensive community involvement in their training

programs. The following suggestions serve as recommendations for the future of teacher education program development:

1. Higher education institutions should begin to develop procedures for including grass root community representatives in their planning committees. These representatives should be drawn from all areas where prospective teachers expect to find employment.

2. Programs of teacher education should include internships in the community as well as the school.

3. Higher education institutions in cooperation with local school districts should develop community/school education programs.

4. Teacher education programs must become more and more community based.

5. Prospective teachers as well as regular teachers must develop the skills necessary to utilize community resources in the classroom.

6. Teacher education should move more rapidly toward an off-campus, on-site base, such as a teacher center, where more direct, more effective School/Community Councils can be incorporated.

7. Professors as well as teacher education students must become more involved in the community in which service is provided.

Perhaps the urgency for the inclusion of community in teacher education programming can best be summed up in the following futures statement made by the Study Commission on Undergraduate Education and the Education of Teachers:

> Future teachers and other education personnel will perform a broad range of human services operating from community-school centers: they may often be street workers; they may offer a variety of medical and community health services; they may assist

in developing intellectual and emotional growth in both children and parents; they will, as school-related personnel, relate to other human service agencies and civil agencies; and they will work to create a healthy professional community within the school and assist the community around it in organizing and developing its resources. Indeed, the range of personnel educated by the reformed programs will probably be as broad as the needs of the communities served. It is likely that the matter of the appropriate responsibilities and relationships among the home and educational and community service groups will have to be explored. What future education personnel will regard as appropriate places for assisting young people to learn, to work, to play, and to act, will largely depend on the range of experiences and the contexts which have been central to their education. If teachers-to-be are to regard education as an enterprise which extends beyond the school door, their own intellectual, vocational, and social life at the college or institution of higher education ought to form a single continuum so that this intellectual life does not stop when they go to their living unit.[36]

Let us not wait until we say--

The future is upon us. . . . .

FOOTNOTES

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[16] L. Magee, University of Southern Mississippi, an unpublished paper submitted to the author and edited for inclusion in this study.

[17] A. Brill and Z. Adair, Indiana University/Purdue University at Indianapolis, an unpublished paper submitted to the author and edited for inclusion in this study.

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[25] Ibid., p. 190.

[26] Ibid., p. 158.

[27] Ibid., p. 98.

[28] Ibid., p. 238.

[29] Ibid., p. 116.

[30] J. Nickerson, T. Sanglier, A. Johns, and R. Scrivens, Michigan State University, an unpublished paper submitted to the author and edited for inclusion in this study.

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Add to p. 81:

35 Ohio State Board of Education, "Standards for Colleges or Universities Preparing Teachers" (Columbus, Ohio: Ohio Department of Education, 1975), p. 3.

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